

DEVELOPING ARTISTIC THINKING IN TEACHERS

Rakhmatullayeva Zuhra Zukhriddinovna

Andijan State Medical Institute

Teacher of the Department of "Uzbek Language and Literature, Languages"

Abstract

The article discusses the methodological foundations of the formation and development of artistic thinking in future teachers. The role of creative approaches, interactive methods and aesthetic education in modern, that is, modernized educational conditions is analyzed. The possibilities of enriching students' thinking through the effective use of information and communication technologies in education are considered.

Keywords

artistic thinking, future teacher, methodology, modern education, interactive methods, creative approach, aesthetic education.

Introduction . In today's era of globalization and digital transformation, new approaches to the educational process are becoming necessary. In particular, the acquisition of not only theoretical knowledge by future teachers, but also aesthetic taste, creative thinking and artistic worldview is one of the important factors increasing the effectiveness of education. Artistic thinking is a person's ability to perceive aesthetic phenomena, respond to them, and perceive the world through figurative thinking. The modernized education system, that is, in an environment enriched with new pedagogical technologies, digital tools, interactive methods, and multimedia resources, creates broad opportunities for the development of artistic thinking. Future teachers, as active subjects of this process, along with teaching creative thinking, must also form their own aesthetic and intellectual potential. This article highlights important aspects in this area - methodological approaches, educational technologies, interactive classes, and methods for increasing the effectiveness of aesthetic education. **Main part.** The content and didactic significance of artistic thinking. Artistic thinking is a form of thinking aimed at understanding the surrounding life through images, emotionally and aesthetically perceiving it and expressing it creatively. The formation of this type of thinking in the pedagogical process is especially important in future teachers, in developing their aesthetic taste, depth of thinking and a new approach to education. A teacher should not only be a giver of knowledge, but also an educator who forms aesthetic skills.

Artistic thinking affects the entire cultural and aesthetic worldview of a person. Through it, a person deeply understands the concepts of moral values, beauty, harmony and humanity. Therefore, it is necessary to develop a methodology for the formation of these skills in pedagogical education and systematically implement it in the educational process. Modernized educational conditions and their capabilities. Modernized educational conditions are understood as an educational system enriched with information and communication technologies, digital platforms, interactive learning environments, creative approaches and modern methodological tools. Through this system, students acquire not only knowledge, but also qualities such as aesthetic perception, figurative thinking, and breadth of thinking. In modern educational programs created for future teachers, classes that serve to develop artistic thinking, interdisciplinary integration, the use of visual materials, project work and creative assignments play a large role. For example, by analyzing literary texts, dramatic staging of life events,

creating digital collages, writing artistic essays and stories, students acquire not only literary knowledge, but also figurative expression and aesthetic thinking skills. Methodological approaches to the development of artistic thinking.

The following methodological approaches are effective for the development of artistic thinking: 1. Interactive methods - through methods such as "Brainstorming", "Blitz-survey", "Thought Mapping", "Film Analysis", "Literary Theater", students learn to express their thoughts freely, figuratively and emotionally. 2. Integrated education - through classes integrated with literature, art, music, and history, students acquire multi-directional artistic thinking. 3. Creativity development methodology - students have the opportunity to practically demonstrate their creative potential by writing essays, poems, stories, creating graphic comics, and developing stage performances. 4. Education based on digital technologies - aesthetic and figurative thinking skills are formed through audio and video lessons, virtual excursions, online theater performances, electronic textbooks and blogs. 5. Reflective approach - after each creative work and educational task, students understand their internal thinking processes through self-analysis, expression of feelings, and evaluation. Artistic thinking in the practical work of future teachers. During the internship, the level of artistic thinking in future teachers is manifested through their teaching style, materials used in the lesson, tone of conversation, and attitude to creative tasks. Since modern students have high aesthetic interests, teachers should enrich their lessons artistically and aesthetically using methods such as figurative thinking, demonstration, dramatization, and game technologies. The process of thinking arises due to a person's need for knowledge, the desire to expand and deepen his knowledge of the world and life around him. The thinking of a thinker is the perception and knowledge of an object. A person thinks about the things he perceives. Therefore, concepts think about a whole class, a group of things, that is, they are the object of thinking. There can be no dry thinking that is not based on something. Analysis, synthesis, comparison, abstraction and generalization, classification and systematization are the main types of mental operations. Analysis is a thinking operation with the help of which we analyze the properties of things and phenomena in an intellectual or practical way.

In the process of analysis, the relationship of the whole to its parts and elements is determined.

The objects of analysis

can be expressed in terms of practically inseparable elements or signs.

Our authors state that

the monkey's bite into a nut is a simple, elementary analysis.

Pupils and students

perform many tasks in life and in the process of learning with the help of analysis, solve tasks, examples and problems.

So, the assimilation of knowledge and experience in nature and society by a person begins with analysis. Thinking is expressed in the form of concepts. By concepts, we understand the reflection of the most important and most basic properties of things and phenomena. Concepts are composed of judgments. Therefore, in order to reveal the content of a concept, it is necessary to use a number of judgments. For example, if we take the concept that a person is a conscious being, then here it is noted that the most important feature of a person is his consciousness.

Concepts

are formed

in the process of increasing a person's life experience and knowledge. In this regard, in the process of studying at school, the child

mainly consists of forming concepts about the phenomena of nature and society. So, compared to adults, children still have very few concepts. Concepts are usually divided into concrete and abstract concepts in terms of their essence. A concept related to a single whole is called a

concrete concept. For example, a table, a sofa, a pine tree, a tractor, etc. Concepts that focus on some properties, qualities, states that are separated from material objects in thought, as well as on internal relationships and laws between objects, are called abstract concepts. For example, concepts about whiteness, length, height, width, movement, light, value, etc.

Concepts are divided into 3 types in terms of their scope: individual concepts, general concepts, and collective concepts. Individual concepts are concepts about individual things and phenomena. Examples of such concepts

include the concepts of Amir Temur, Mirzo Ulugbek, and Syrdarya. The feature of individual concepts is that these concepts always contain a clear image. General concepts embody many things and phenomena of the same kind. For example, a book, a school, a star, a student, etc. Collective concepts are concepts that are used to think holistically about a set of things and phenomena of the same kind. For example, a cotton field, a library, a meeting, etc. When several collective concepts are applied at once, they become general collective concepts. For example, the concept of the State Museum named after Alisher Navoi belongs to a single collective concept. Group, community, people, nation,

etc. are examples of general collective concepts. Conclusion . In conclusion, artistic thinking is a complex form of thinking that expresses a person's aesthetic worldview, figurative thinking, and emotional-intellectual abilities. The formation and development of this ability in future teachers directly affects their professional training, personal culture, and pedagogical approaches. In the modern educational process, the role of the teacher as not only a provider of information, but also a spiritual leader who instills aesthetic and social values is increasing. In the context of modernized education, approaches based on interactive, creative and reflective methods are of paramount importance for the development of artistic thinking. This, in turn, helps future teachers to think independently, to consciously respond to artistic and aesthetic phenomena, and to form new creative approaches in pedagogical activity. In particular, through the use of digital technologies, media products, theater and visual arts, students' figurative perception, emotional sensitivity and aesthetic taste are developed. In addition, artistic thinking is one of the main factors of pedagogical activity and is an important tool for instilling national and universal values in students, teaching them to understand and appreciate beauty. Such an approach to education has a positive impact on the socio-cultural environment and serves to build a society based on humanity, harmony and mutual respect. Therefore, it is necessary to establish the development of artistic thinking in the pedagogical education system as a continuous, purposeful and methodologically based process. This, in turn, is a guarantee of the professional maturity and spiritual and moral integrity of future teachers.

References.

1. Gafurov, N. Fundamentals of Aesthetic Education. – Tashkent: Uzbekistan, 2018.
2. Kuronov, D. Artistic Thought and Literary Criticism. – Tashkent: Akademnashr, 2021.
3. Jurakulov, E. Theory of Literature. – Tashkent: Science, 2017.
4. Soliyev, A., Xolboyev, S. Pedagogical Technologies and Pedagogical Skills. – Tashkent: Science and Technology, 2019.
5. Karimov, I.A. High Spirituality is an Invincible Force. – Tashkent: Spirituality, 2008.
6. Zunnunov, R. Art and Artistic Thought. – Tashkent: Writer, 2015.
7. Abdrakhmanova, Z. A. Artistic Thinking as a Phenomenon of Culture. - Moscow: Nauka, 2019.
8. Vygotsky, LS Imagination and Creativity in Childhood. – Cambridge, MA: MIT Press, 2004.
9. Langer, Susanne K. Feeling and Form: A Theory of Art. – New York: Scribner, 1953.